DOCUMENT RESUME

ED 078 207 VT 020 406

TITLE	Career Development in Nevada.
INSTITUTION	Nevada State Dept. of Education, Carson City.
PUB DATE	28 Jan 73
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Career Opportunities; Career Planning; *Curriculum Design; *Educational Programs; Elementary Grades; *Models; Post Secondary Education; Secondary Grades; Vocational Development
IDENTIFIERS	Career Awareness; *Nevada

ABSTRACT

Realizing the impact and educational implication of the career education approach to learning, the Nevada State Department of Education has sought to implement in its program, career-oriented concepts. This 2-part publication presents the State's position and implementation scheme for the program. Placing the learner in the center and integrating subject matter and activities, the model provides for occupational awareness experiences at the elementary level, experiences for exploration at the middle school level, and opportunities for specialization and further specialization at the secondary and post-secondary levels. (SN)

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CAREER DEVELOPMENT IN NEVADA

by
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CAREER DEVELOPMENT IN NEVADA

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January 28, 1973

ACKNOWLEDGEMENTS

Nevada's Position and Policy Statement for Career Education was developed under the direction of R. Courtney Riley, Director, Vocational-Technical and Adult Education Branch, by the Career Education Leadership Committee, State Department of Education: Wm. E. Trabert, Chairman, Mrs. Margriet R. Clevenger, Mrs. Amy D. Heintz, Jerry O. Nielsen.

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Both State Department of Education groups worked in conjunction with the State Board of Education Subcommittee for Career Education: Mrs. Cynthia W. Cunningham, Chairman, Max M. Blackham, Ralph A. Leigon, Dr. Richard G. Miller, William R. Orr.

PREFACE

The concept of Career Education is currently commanding the attention of educators and the general public. The purpose of this publication about Career Education is to clarify issues, allay fears, translate abstractions and, finally, arouse enthusiasm. The aim of Career Education is to open the educational process to real-life experiences in and out of the classroom, thereby making education exciting and relevant.

On March 23, 1972, the State Board of Education adopted "A Position and Policy Statement for Career Education." The State Department of Education responded to this statement with the development of "A Conceptual Model of Career Education for Nevada Schools."

After extensive study of the Model, the State Board of Education endorsed the document on November 16, 1972, and recommended its implementation in schools throughout the State.

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INTRODUCTION

Career education is based on the premise that career awareness and preparation should represent a significant, continuing and cumulative learning experience from kindergarten through post-secondary education.

Since an individual's occupation is a major factor in his sense of control over his own destiny, the education system must assist each individual to sustain himself through productive employment consistent with his abilities and interests. Work, or the inability or failure to work, is for nearly every person a prime determinant of standard of living, family relationships, friendships, life style, community service, citizenship, and leisure time.

As our society becomes more complex, so does the problem of creating and maintaining a work force adequate to meet its needs. The uneducated and unskilled find themselves increasingly disadvantaged in the labor market, even as the demand grows for higher levels of skills. This results in the "manpower paradox" – workers without jobs at a time when jobs are unfilled because of shortages of qualified workers. Programs are needed to prepare workers for jobs in existence now and for jobs being created. The fundamental need, then, is for the education system to be comprehensive and flexible.

The education system must make provisions for every learner to acquire those skills that will allow him to make a livelihood for himself and for his future family, regardless of the level at which he leaves the education system. These skills contribute both to individual fulfillment and to the maintenance and progress of society.

If students are to acquire career skills, the artificial separation of things academic and things vocational should be eliminated. All education is career education, or should be.

NEVADA STATE BOARD OF EDUCATION
Robert I. Rose, President

PART ONE

A POSITION AND POLICY STATEMENT FOR CAREER EDUCATION

I. LEARNER NEEDS

Every learner, at each educational level, should be assisted in developing his full educational potential. In order for the learner to develop this potential, the education system must respond to the following learner needs:

RELEVANCY

All instruction should be relevant to the real-life concerns of learners, thus allowing them to develop the basic knowledge, skills and values that are essential for success in any career they might choose.

AWARENESS:
EXPLORATION:
SKILL DEVELOPMENT:

All learners must be provided with ample opportunities to explore knowledge, skills, technical requirements, working conditions, responsibilities, and social and political environments in all career fields open to them.

GUIDANCE	All learners must be assured expert guidance to help them assess their personal interests, aptitudes and abilities as they make career choices and plan the appropriate educational programs.
CURRICULUM	All learners, beginning in early childhood and extending through all educational levels, should be provided a continuum of career education programs, curriculum and services designed to ensure maximum educational growth.
CONTINUING EDUCATION	All learners must have ready access to opportunities for advanced occupational preparation in community colleges, universities, public and private schools and or business and industry.
FREEDOM TO CHOOSE	All learners should be afforded the right to choose on the basis of self-knowledge, adequate information and exploration related to alternative educational programs and career opportunities as well as the right to modify such choices in the light of changes in occupational and educational directions as the learner develops new motivations, needs, interests and abilities.

• II. POSITION •

It is the position of the Nevada State Board of Education that Career Education is needed by and intended for all people. It is a lifelong development process which extends from early childhood through adulthood and is based upon the premise that all work and purposeful study are respectable. It is responsive to public demand for both relevance and accountability.

CAREER EDUCATION

- √ represents a core around which other school experiences are organized and made meaningful;
- √ provides job information and skill development, helping students develop proper attitudes regarding the personal, physiological, social and economic significances of work;
- √ is a sequentially-developed, comprehensive education program offering opportunities for career orientation and exploration, plus job preparation – for all learners.

Components of this sequentially-developed education program should be designed to ensure development of student characteristics at certain key ages approximately as follows:

- √ By age 9, the learner understands the concept of work, appreciates the values of work and of workers, and is familiar with a wide variety of types and fields of work.
- √ By age 12, the learner is familiar with the broad families of occupations; is aware of the prerequisites for employment in various types and fields of work; and understands how progress is made from one occupational level to another.
- √ By age 15, the learner is able to assess his own potential and to participate in making informed decisions regarding his immediate educational and occupational goals.
- √ By age 18, every learner is able to choose and plan the next step in his occupational and/or educational career.
- √ Adults and out-of-school youth will have lifelong access to career education programs for new training, retraining, and upgrading their career skills.

III. POLICY

It is the policy of the Nevada State Board of Education that every learner develop

- competencies necessary for living and earning a living;

  and

- appropriate attitudes toward work and the worth of the worker.

Learners should

- be made aware of a large number of occupations and careers;
- be involved in the exploration of selected occupations and careers;

  and

- acquire competencies and/or academic backgrounds for a career.

The goal is for Nevada to develop a comprehensive system of career education programs and services. This system will serve the career education needs of all persons.

The State Department of Education and county school districts must, through cooperation and coordination, use Nevada's total education system to effect career education. Without question, more than education is involved. There must be changes in the attitudes and expectations of government, business and industry, teachers, parents and students.

PART TWO

A CONCEPTUAL MODEL OF CAREER EDUCATION FOR NEVADA SCHOOLS

I. STATEMENT OF NEED

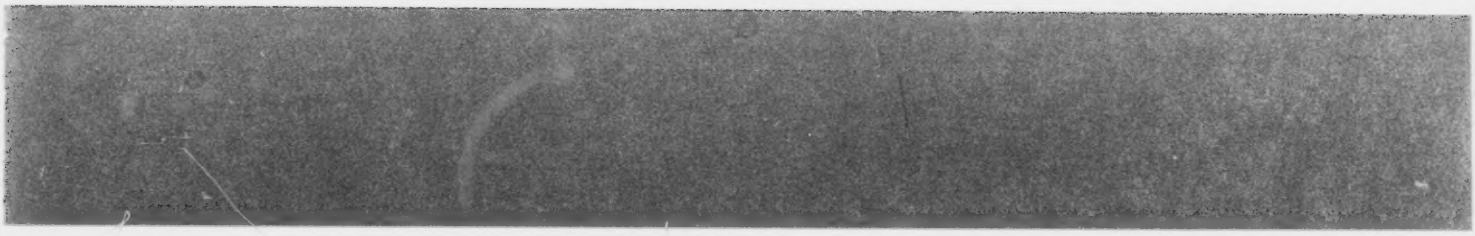
For many students, dropping out is more satisfying than remaining in school. Many of those who remain and graduate from high school find themselves faced with a frustrating, sometimes overwhelming, problem of being ill-prepared to participate willingly and constructively in society. Many young people do not identify with the direction that this society is taking. How can they identify with society when they must make decisions about their lives without ever having the opportunity to explore and practice being a contributing member of society? In most instances, decisions they make are without adequate knowledge about themselves, about the many career opportunities available, or about the relationship of leisure time and work activities to feelings of self-fulfillment and adequacy. To make meaningful decisions about their lives, young people must have adequate knowledge about the "real world"—the school, the home, the community, the work place.

Merely providing students with information and training needed to exist in the world today is not enough. They must be prepared for the world of tomorrow as well. Due to an increase in technology and the increasing mobility of society, people must acquire new skills as jobs become obsolete. They must be prepared to adjust to new employment patterns (which may require adapting to new incomes), to new communities, and to new life-styles. As the work week becomes shorter, there must be assurance that people have acquired the competencies necessary to the success of their leisure time activities and to the safety and progress of their communities.

Education should not be limited to the concept that success is achieved only in relation to work. While education is indispensable for survival in the marketplace, it must always be more than a tool for earning money and, therefore, must not be geared only for work, but also for leisure. Education should provide the individual with some inner resources so that when he is not laboring, he can enjoy his own company and that of others. It is also the responsibility of the educational system to provide learning experiences for "the thinker"—opportunities for the mere pleasure and satisfaction of study.

This model identifies the components of the learning environments. The school is recognized as being in a significant position to coordinate and facilitate structured learning experiences which utilizes, in addition to the school facilities, the other learning environments of the home, the community, and the work place.

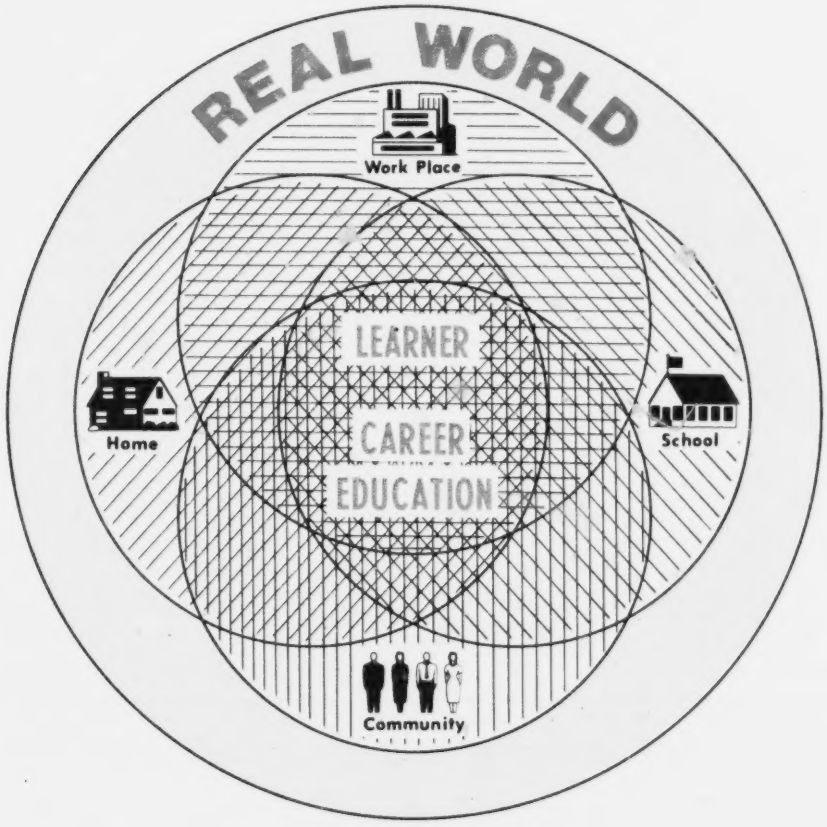
The narrative for this Conceptual Model describes the parameters of the concept. It provides definitions and includes statements of clarification. It does not provide information as to methods of implementation, but it does set the concept in the form ot illustrations and examples. It provides planners with a definite concept which should be utilized to implement Career Education.



II. A CONCEPTUAL MODEL OF CAREER EDUCATION

Career Education as conceptualized in Diagram 1 focuses on the learner within the real world. The real world as applied to Career Education is the universe of human experience affecting individual life-styles-that is, everything that contributes to human development. This diagram of Career Education shows that the four learning environments (the school, the home, the community, and the work place) are interrelated and dependent on one another.

Diagram 1



REAL WORLD: The universe of human experience affecting individual life styles. Everything that contributes to human development.

WORK PLACE: The areas where one performs labor, tasks or duties which afford people their accustomed means of livelihood and/or results in personal satisfaction.

COMMUNITY: An interacting population of various kinds of individuals in a common location, linked by common rules, laws, or values.

HOME: A place where a person lives, either alone or with others.

SCHOOL: A place for formalized teaching of persons through a series of structured experiences.

LEARNER: Any person.

The learning environments are defined and described as follows:

A. HOME – A place where a person lives, either alone or with others.

Some examples of educational experiences at home:

- Television Viewing
- Reading for Enjoyment
- Moral Standards
- Family Travel

The home exposes learners to the real world as home members see it. Different homes see the real world differently. Some homes are extremely protective of the learner while others place the learner into the real world early and suddenly.

B. COMMUNITY – An interacting population of various kinds of individuals in a common location, linked by common rules, laws, or values.

Some examples of educational experiences in the community:

- Consumer Product Information
- Political and Voter Information
- Organizations
- Religious Instruction

Learners are continuously being educated merely by being members of the community. Communities are deeply involved in and concerned with educational efforts. People learn from peer groups and rely heavily upon what they observe as they participate in the community.

C. WORK PLACE – The areas where one performs labor, tasks, or duties which afford people their accustomed means of livelihood and/or results in personal satisfaction.

Some examples of educational experiences at work:

- Volunteer Training
- Employer Training Programs
- Apprentice Programs
- Supervisor-Employee Conferences
- Salary Negotiations and Union Activities

Learning takes place as employees carry out day-to-day tasks. New problems continually arise and more experienced employees and supervisors offer suggestions on how to respond to new situations. Employers offer continuous educational programs to insure that their businesses remain solvent and competitive. In addition, volunteer workers are engaged in nearly all occupations, particularly in areas of public service.

D. SCHOOL – A place for formalized teaching of persons through a series of structured experiences.

Some examples of educational experiences at school:

- Communication Skills
- Computational Skills
- Social Skills
- School Activities

Public education does not have a monopoly on the education process. However, schools have the legal responsibility to provide education for people and have provided a structure to allow learners to gain knowledge, attitudes, and skills.

CAREER EDUCATION is an integration of learning and doing which merges the learning environments of the school, the home, the community, and the work place into a challenging and productive whole. Career Education is a process of structured experiences as opposed to random experiences. Such experiences will facilitate learning interaction with real world situations. Career Education is a comprehensive educational program focused on careers beginning in kindergarten or earlier and continuing throughout the adult years. Career Education not only provides job information and skill development, but also aids students in developing attitudes about the personal, psychological, social, and economic significance of work.

It is imperative that learners not be perpetually isolated in any one component of the real world. As each person prepares to cope with real world situations, attitudes must be developed that are flexible enough to change as the real world changes. The learner, therefore, is the focal point of this model of Career Education.

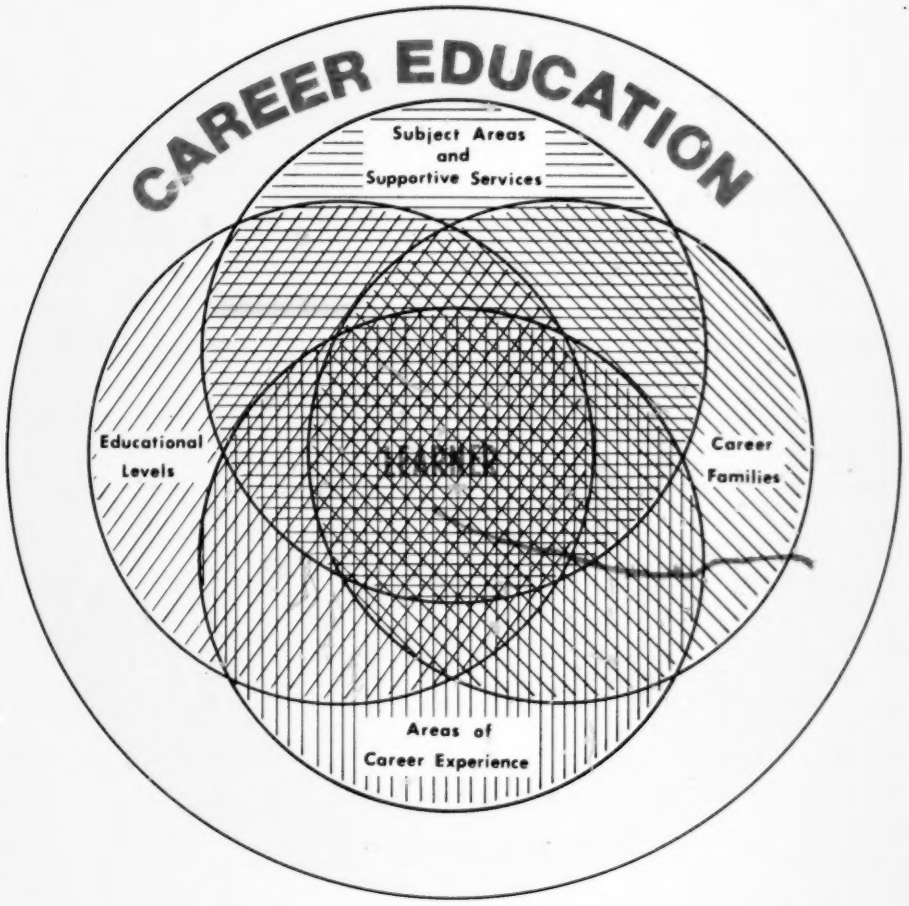
III. THE SCHOOL AS A FACILITATOR OF CAREER EDUCATION

Traditionally, educators have structured learning experiences independently within each subject area, within each department of instruction, and within each grade level. Career Education will provide for the structuring of learning experiences among all subject areas and departments and among all grades within the school system.

Field trips, cooperative training programs, work experience programs, visits by speakers, youth group activities, and community involvement are recognized as providing valuable experiences for many of our youth. However, these experiences have been offered at random, at the discretion of a teacher or administrator, or as funds are available, and usually only for selected or volunteer students. Career Education will open all doors of the school, at all levels of instruction, and for all students. Each student will have opportunity to explore Career Education experiences in the environments offered by the home, the community, and the work place–at a location where a particular experience can best be offered. For example, if the community can offer the best Career Education experience for the learner, then the learner should receive such an experience in the community.

The school will act as the facilitator to implement Career Education through the use of existing school programs. Learning experiences will be related to careers through the development of learner objectives. These objectives will be based on Areas of Career Experience and 15 Career Families at all Educational Levels as learners are exposed to Guidance and Counseling, Subject Areas and Supportive Services. The relationship of these components, and their definitions is shown in Diagram 2 and are described in the following pages.

Diagram 2



CAREER FAMILY: A grouping of occupations requiring similar knowledge and skills.

AREAS OF CAREER EXPERIENCE: Experience areas that allow students to interact with the school, home, community and work place to achieve specific learner career objectives identified and facilitated by the school.

SUBJECT AREAS AND SUPPORTIVE SERVICES: All existing curricular areas, ancillary, and pupil personnel services in schools.

EDUCATIONAL LEVELS: All graduated levels of education in schools, kindergarten through life.

A. AREAS OF CAREER EXPERIENCE

Areas of Career Experience, shown in Chart 1, are statements that provide a comprehensive base for the development of learner objectives and activities within the learning environments. Experience areas allow students to interact with the school, the home, the community, and the work place to achieve career objectives. These Areas of Career Experience, identified by the school, are to be used at all levels and in all subject areas and supportive services.

CHART 1

AREAS OF CAREER EXPERIENCE

Learner Experiences will be structured in the following areas (not ranked as to importance or priority):

1. Recognizing the relationships of one's interests, aptitudes, and achievements to the realization of career/life aspirations.
2. Understanding and using the concept of "role" as a way of learning about oneself in relation to one's culture.
3. Accepting and respecting one's own uniqueness both in terms of past development and as changes occur as a result of learning, growth and maturation.
4. Recognizing and understanding the forces in one's environment that influence development (i.e., social, political, technological, economic, educational, cultural, etc.).
5. Recognizing and understanding that self knowledge is related to a set or system of values that is unique to oneself.
6. Learning the importance of establishing (although tentative) personally relevant goals upon an understanding of oneself.
7. Recognizing that learning is a continuous process that occurs both in school as well as outside of school.
8. Recognizing that one's educational experiences are a part of total career education and development.
9. Recognizing that various career directions are related to different types of education preparation.
10. Recognizing the significance of education (i.e., the development of language, computational and reasoning skills and mastery of content knowledge) as a primary means of achieving career and life goals.
11. Understanding the variety and complexity of occupations and career opportunities in the world of work.
12. Understanding the way in which occupations and careers relate to the goals, needs, and functions of the society.
13. Determining the basic characteristics and qualifications related to preparation for the performance of the major tasks associated with various occupational roles.
14. Understanding that "career" involves progression through stages of preparation and performance of occupational roles and may involve a change in basic vocational direction.

15. Understanding the relationship between an individual's career and his overall life style.

16. Understanding the range of social and economic benefits associated with various occupational roles and careers that are acquired in addition to one's actual salary or pay.

17. Understanding how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e., investments, interest, insurance savings, etc.) and how these may influence one's career and life style.

18. Relating one's present and anticipated economic status to the economic status of the nation, state and community and understanding the possible effects various trends and changes may have on status.

19. Becoming proficient in the process of identifying, gathering, and using resource information as part of the process of making decisions (related to career).

20. Understanding that the decision-making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with one's values and goals and in taking the steps necessary to implement the chosen course of action.

21. Developing the planning and process skills required to solve problems logically.

22. Developing an understanding of the material used and processes associated with business, commercial and industrial activity, production and being competent in the use of the basic tools, equipment, and materials associated with carrying out those processes.

23. Developing understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational and career roles (i.e., employer, employee, supervisor, worker, associate, professional, paraprofessional, etc.).

24. Developing the educational and occupational competency regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of one's interest.

25. Developing the required entry level skills appropriate for gainful employment in the area of occupational interest.

26. Recognizing and understanding the advantages, disadvantages, and responsibilities associated with working independently as a member of a cooperative team and/or in being supervised or directed.

27. Relating information about one's interests, aptitudes and qualifications to selecting, learning and/or performing duties or occupational roles assigned to or chosen by oneself.

28. Developing the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of one's choice.

29. Recognizing that once a task or job is accepted, there are certain responsibilities to oneself and others.

30. Recognizing differences in others and developing tolerance and flexibility in one's interpersonal relationships.

These Areas of Career Experience have been developed from Fundamental Concerns for Human Development. They are as follows:

SELF-AWARENESS LEADING TO SELF-IDENTITY

The entering student has some knowledge and attitudes about himself, what kind of person he is, and what he hopes to become– self-awareness. The learner will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity; that is, he knows who he is and what he is like.

CAREER AWARENESS LEADING TO CAREER IDENTITY

The individual entering school possesses some knowledge about, attitude towards, and interest in careers. He knows something about career performances, associated life-styles, rewards, leisure time, working conditions, and the education and training of some persons in some careers– career awareness. The learner will be assisted in understanding the broad range of careers available and what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. He will experience active career exploration and preparation which leads to career identity as he selects a role or roles within a career.

APPRECIATIONS AND ATTITUDES LEADING TO SELF-SOCIAL FULFILLMENT

Appreciations and attitudes are included as a means of focusing attention on the affective component of Career Education. Through Career Education experiences, the learner will develop an internalized value system which includes the valuing of his own career role and the roles assumed by others. These positive attitudes toward his own career role and the roles of others in society should lead him to active and satisfying participation as a productive citizen and, thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is the modification of his value system enabling him to appreciate his own role and the role of others.

ECONOMIC AWARENESS LEADING TO ECONOMIC UNDERSTANDING

The learner has observed and participated in the economic system to some extent prior to school entry. Building upon this base of economic awareness, the learner is lead to an economic understanding as he experiences a systematic and thorough exploration of the economic system as it relates to career development and to the community.

SKILL AWARENESS AND BEGINNING COMPETENCE LEADING TO EMPLOYMENT SKILLS

The learner has some awareness of the skills needed by workers in certain job roles and career fields. Building upon this skill awareness, the Career Education program will provide opportunities for the learner to participate in activities that develop employment skills.

DECISION-MAKING SKILLS LEADING TO CAREER DECISIONS

The learner has some understanding of decision-making and some decision-making skills. Through Career Education experiences he will develop increasing skill in decision-making; he will practice making decisions and come to accept the responsibility for his decisions. Career decisions made during his Career Education program will be tentative and flexible. However, a learner should reach a decision that sets his career direction early enough to provide for the development of entry-level skills in a career plan of his choice.

EMPLOYABILITY SKILLS LEADING TO CAREER PLACEMENT

Employability skills have to do with searching for, locating, and obtaining career placement on both an initial and advanced basis.

EDUCATIONAL AWARENESS LEADING TO EDUCATIONAL IDENTITY

Learners have some awareness of the relationships between education and training, whether formal or experience-based, and the life roles assumed by self and others. From this basic educational awareness, the learner will continue to develop and refine a thorough understanding of education and training in relation to career development. Educational identity combines an understanding of the relation between education and training, knowledge of himself, his learning style, pace, capabilities, and capacities.

B. CAREER FAMILIES

A Career Family is a grouping of occupations requiring similar knowledge and skills.

All known occupations listed in the Dictionary of Occupational Titles are represented by 15 Career Families. The 15 Career Families are:

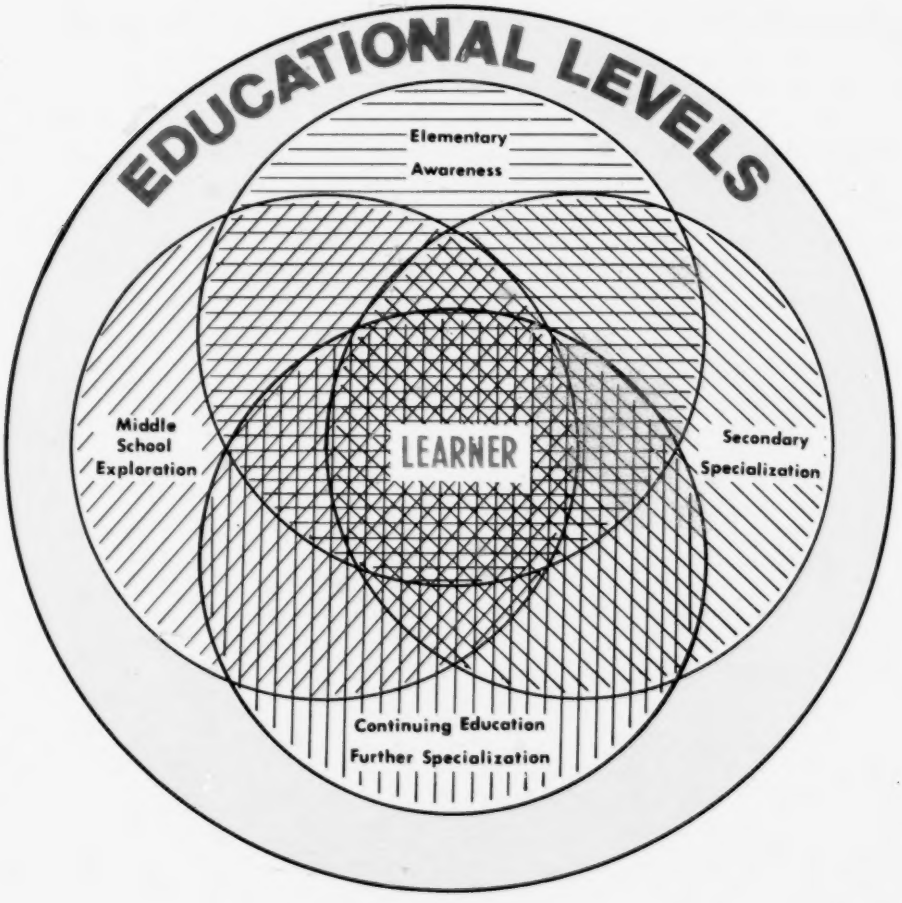
Agribusiness & Natural Resources
Business & Office
Communication Media
Construction
Consumer & Home Economics
Environment
Fine Arts & Humanities
Health
Hospitality & Recreation
Manufacturing
Marine Science
Marketing & Distribution
Personal Service
Public Service
Transportation

As learners study Career Families and careers within Career Families, they will find their programs of study more relevant to the real world, and they will develop an understanding of the interrelationships of a variety of careers and career opportunities. For example, some occupations representative of the Health Career Family are practical nurse, x-ray technician, surgical technician, nurses aide, health aide, ward clerk, medical assistant, medical laboratory assistant, hospital housekeeper, physical therapy assistant, occupational therapy assistant, doctors, dentists, and associated specialists. These, then, provide an overview of occupations for which exposure and/or training can be provided the learner.

C. EDUCATIONAL LEVELS AND CAREER EDUCATION

All graduated levels of instruction in schools, kindergarten through life, shown in Diagram 3, (elementary, middle, secondary, and continuing education) will utilize Areas of Career Experience and Career Families to implement a comprehensive and systematic program of Career Education. This will necessitate meaningful structuring of activities in the home, the community, and the work place.

Diagram 3



AWARENESS: To have or demonstrate realization, perception, or knowledge.

EXPLORATION: A systematic search.

SPECIALIZATION: To develop a particular aptitude or skill.

The elementary program will focus on the learner as he develops an awareness of careers. Career awareness includes the study of occupations essential to human existence, the social importance of work, the dignity of work, and how and why men work.

The middle school program will involve exploration of careers and career opportunities available to people. The learner will reach a level of understanding of the careers available in relationship to knowledge about himself, his aptitudes, interests, and abilities. As the learner broadens his knowledge about careers, he will continue to develop his basic skills (computation, communication, and social). The learner will gain an awareness and understanding of course selection, career planning, decision-making, and self-appraisal.

The secondary program will enable the learner to specialize within a Career Family as a tentative choice and to select a curriculum with associated experiences. This will assist him in acquiring entry-level job skills and/or prepare him for further education.

Continuing education programs will enable the learner to begin, modify, select, or continue training in a career of his choice. Community colleges, post-secondary public schools, universities, or private schools are the institutions offering continuing education opportunities.

D. A SUGGESTED SCHEME

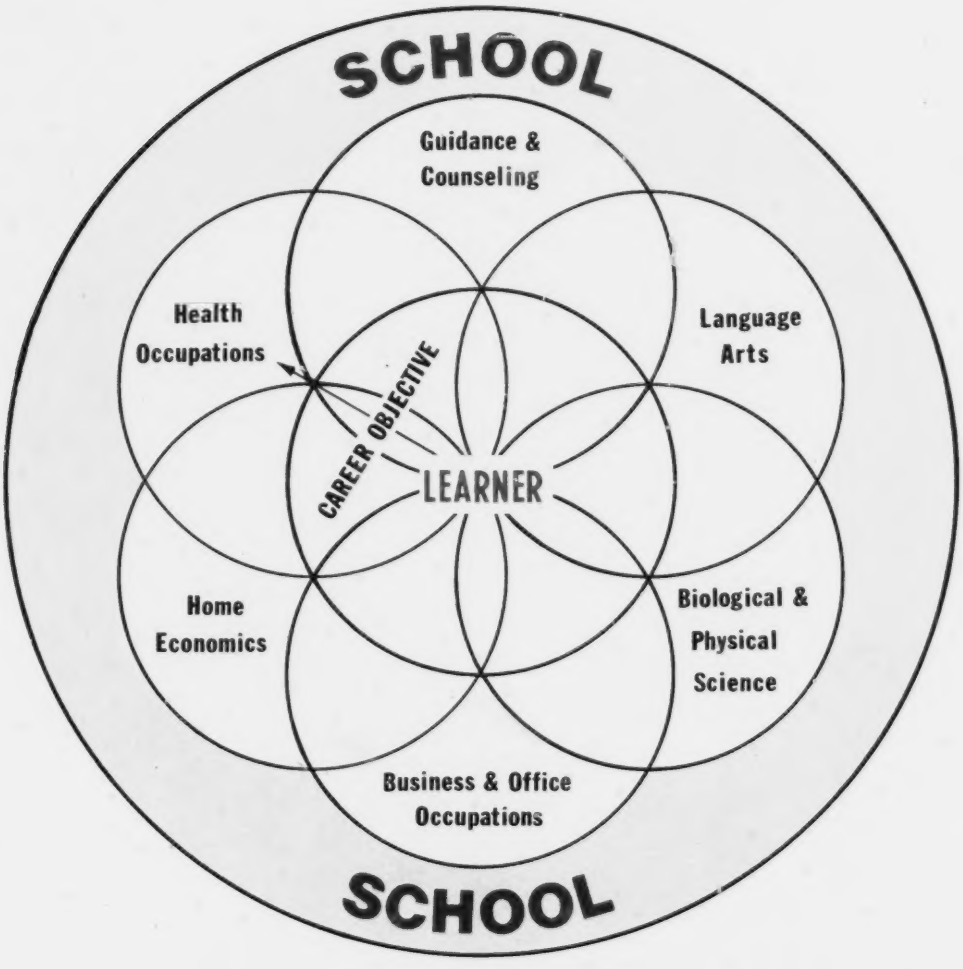
The educational enterprise will be involved in implementing Career Education. However, before the concepts set forth in this document can lead to a functional Career Education program, a scheme for coordinating the existing school system with Career Education components must be designed. The components are as follows:

- Career Education goals of Elementary Awareness, Middle School Exploration, Secondary and Continuing Education Specialization
- Career Families
- Fundamental Concerns for Human Development and Areas of Career Experience
- Student Performance Objectives
- Career Education Student Experiences in the School, the Home, the Community, and the Work Place

A suggested approach for coordinating an existing school system with the above Career Education components is implied by Diagram 4 and Schematic 1. Diagram 4 represents the interrelation of a guidance and counseling, language arts, business and office education, home economics, and biological science program hypothesized for a learner who has a tentative interest in a Career Family, Health Occupations. The school system can contribute to this learner's tentative career aim in Health Occupations by:

1. Identifying the Areas of Career Experience appropriate for each subject and support service.
2. Identifying the knowledge and skills appropriate to the Health Occupations family.
3. Determining career related goals and writing appropriate performance objectives for learner activities.

Diagram 4



SUBJECT AREAS, GUIDANCE AND COUNSELING

EDUCATIONAL LEVELS

	Language Arts	Biological and Physical Sciences	Guidance and Counseling
Secondary and Continuing Specialization		Area of Experience: Developing the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of one's choice. Goal: The student will have knowledge of the human anatomy. Performance Objective: At the completion of the instructional unit the student, given a model of the human anatomy, will demonstrate knowledge by identifying the major organs. Performance will be measured by a teacher-developed test and the student will be expected to attain 100% accuracy.	
Middle School Exploration			Area of Experience: Accepting and respecting one's own uniqueness both in terms of past development and as changes occur as a result of learning, growth, and maturation. Goal: The student is aware that changes occur in him as he develops and begins to mature. Performance Objective: At the completion of the group counseling sessions the student, given the results of two aptitude tests (one in the fall and one in the spring), will evaluate the results of two tests and report in writing the changes that have occurred among those areas of his highest aptitude and his lowest aptitude over the period of time between testing. Performance will be measured by a set of criteria developed by the counselor and the student will be expected to respond correctly on 90% of the criteria.
Elementary Awareness	Area of Experience: Recognizing that various career directions are related to different types of education preparation. Goal: The student will know of activities involving reading, writing, and arithmetic in familiar occupations. Performance Objective: At the completion of the instructional unit the student, given a set of 10 familiar school and community occupations, will demonstrate comprehension by naming those occupations that do and those occupations that do not require skills in reading, writing, and arithmetic. Performance will be measured by a teacher-developed test and the student will be expected to attain 100% accuracy.		

Educational Awareness | Self Awareness

FUNDAMENTAL CONCERNS FOR HUMAN

SUPPORT SERVICES

Home Economics		Business and Office Education	
Area of Experience:	Determining the basic characteristics and qualifications related to the preparation for the performance of the major tasks associated with various occupations.	Area of Experience	Recognizing that various career directions are related to different types of education preparation.
Goal:	Students will be able to understand the importance of diet and the basic four food groups.	Goal:	The student will be able to utilize office occupations skills to document career related information.
Performance Objective:	At the completion of the instructional unit the student, given various patient diet circumstances and the basic four food groups, will synthesize a written plan of nutritionally balanced meals for a patient for a seven-day period of time. Performance will be measured by a set of criteria developed by the teacher and the student will be expected to attain 100% accuracy.	Performance Objective:	At the completion of the instructional unit the student, given a problem in information extraction from records, will demonstrate synthesis by locating information and compiling a report which includes a graphic presentation. Performance will be measured by a set of criteria developed by the teacher and the student will be expected to respond correctly to 95% of the criteria.

CAREER FAMILIES

Health Occupations

Career Awareness

DEVELOPMENT

Schematic 1 further describes the coordination of an existing school system with the Career Education components and the learner-selected career, Health Occupations. It depicts performance objectives and relates them to Subject Areas and Supportive Services, Career Families, Fundamental Concerns for Human Development, and Educational Levels, which are the four bases of the schematic. The performance objectives, when written, necessitate involving the student in the home, the community, and the work place wherever possible. Each learner in a Career Education program can be provided with a similar coordinated program as implied in the suggested scheme.

IV. CONCLUSION

In most schools, courses in the various subject areas are planned with little coordination toward a student's singular life aim—no matter how established or temporary that aim may be. Courses are planned on the basis of predetermined requirements of one kind or another—school, district, state, and college. This is not to say that requirements are not needed. It does say, however, that when a student has a career interest, the school system and each support service and subject area should be able to offer some type of educational experience which would help that student toward his interest or goal.

Many valuable educational experiences are available to students. However, these valuable learning experiences are only available to a small portion of Nevada's school population. This Conceptual Model of Career Education is designed to help identify, replicate, and make these worthwhile educational experiences available for all students. The concept inherent in this model exemplifies the fact that all students are entitled to have the opportunity to practice being a contributing member of society. The environments of the home, the community, and the work place must become as basic a location for learning as the school.

This Conceptual Model of Career Education allows for relevancy in the school programs, and it requires that expected performance be related to learner success as a means of accountability. Once this model of Career Education is implemented, an evaluation of the school program will provide Nevada's citizens with a more accurate understanding of the success of Nevada's public schools.